

# Matrix of Quality Practice & Adjustments

## Students with Disability



Multi-tier System of Supports

*Example School* works from a **Multi-tier System of Supports** to provide equitable access, participation, engagement and learning for students with disability. Students and parents are consulted on the provision of adjustments.

**The system is based on the following:**

- All students receive **Quality Differentiated Teaching Practice (QDTP)**
- **Intensity and frequency of adjustments occurs in tiers - Supplementary, Substantial, Extensive**
- **Adjustment tiers exist as an extension of QDTP – all students access quality differentiated teaching practice within the general classroom and regular curriculum, and then receive further adjustments as necessary**
- **Adjustment tiers increase in frequency and intensity of action**
- **Adjustment tiers are cumulative – eg. a student accessing Substantial Adjustments would also be accessing Supplementary Adjustments**
- **Access to adjustments are differential and fluid – they vary according to strengths and weaknesses across learning areas and experiences, and are responsive across time**
- **A student may receive access to different levels of adjustment across categories – eg. a student accessing Substantial Adjustments for Teaching/Curriculum, may be accessing Supplementary Adjustments for Social/Emotional**
- **Not all suggested adjustments in each category need to be applied – a student profile across the matrix may not tick every box in each category as adjustments are individualised**
- **Listed adjustments are comprehensive but not exhaustive – a student may access other adjustments not commonly listed**
- **Adjustments are embedded throughout numerous universal systems and processes**

<b>Quality Differentiated Teaching Practice</b> <i>Infrequently and occasional, or frequently with low-level action</i>				
<b>Planning</b>	<b>Teaching/Curriculum</b>	<b>Literacy</b>	<b>Communication</b>	<b>Assessment</b>
<input type="checkbox"/> Consult students and parents to identify strengths, interests and supports <input type="checkbox"/> Incorporate strengths, interests and supports in lesson design <input type="checkbox"/> Sequence knowledge and skills logically <input type="checkbox"/> Consider timing and pace of teaching sequence <input type="checkbox"/> Map learning progression on a learning wall <input type="checkbox"/> Intermittent communication with parents about progress and outcomes	<input type="checkbox"/> Review/preview content <input type="checkbox"/> Scaffold levels of complexity (Blooms) <input type="checkbox"/> Use questioning strategies to build critical thinking and 21 <sup>st</sup> Century skills <input type="checkbox"/> Model, prompt and practice thinking and doing (Think Alouds) <input type="checkbox"/> Provide step-by-step demonstrations <input type="checkbox"/> Incorporate concrete materials <input type="checkbox"/> Use graphic organisers <input type="checkbox"/> Provide choice and flexibility for demonstration of learning <input type="checkbox"/> Use assistive technology (i.e. calculators, computers, iPads) <input type="checkbox"/> Incorporate cooperative learning tasks <input type="checkbox"/> Utilise pair and group discussions <input type="checkbox"/> Use of strong and weak examples <input type="checkbox"/> Utilise formative data to provide intermittent focused teaching (i.e. deeper investigation, direct instruction and guidance) <input type="checkbox"/> Utilise formative data to provide intermittent intensive teaching (i.e. alternate pedagogies, additional resources, specific learning goals) <input type="checkbox"/> Provide immediate, specific, constructive feedback	<input type="checkbox"/> Explicitly teach reading and writing demands <input type="checkbox"/> Determine reading level of class texts and ensure student accessibility <input type="checkbox"/> Provide supports and scaffolds for reading (i.e. graphic organisers, comprehension supports, assistive technology, reader, varied complexity) <input type="checkbox"/> Provide supports and scaffolds for writing (i.e. graphic organisers, assistive technology, scribe) <input type="checkbox"/> Identify core vocabulary and explicitly teach throughout the unit – utilising a word wall <input type="checkbox"/> Explicitly teach application of cognitive verbs – utilising student friendly definitions, visual representations and worked examples	<input type="checkbox"/> Break instructions into small, sequential steps <input type="checkbox"/> Provide visuals to supplement verbal instructions <input type="checkbox"/> Provide a visual lesson schedule <input type="checkbox"/> Highlight key words and phrases in content <input type="checkbox"/> Use visuals to support content (i.e. pictures, charts, graphs, graphic and semantic organisers etc) <input type="checkbox"/> Modify complexity of oral and written instructional language <input type="checkbox"/> Adjust pace of oral instruction <input type="checkbox"/> Use clear and concise language <input type="checkbox"/> Provide thinking time before expecting a response <input type="checkbox"/> Have students repeat instructions to check for comprehension	<input type="checkbox"/> Provide multiple opportunities for students to demonstrate learning <input type="checkbox"/> Ensure task sheets are accessible and clear <input type="checkbox"/> Provide scaffolds and supports for reading and writing demands <input type="checkbox"/> Vary conditions to allow equitable access and participation (i.e. time, location, length)
<b>Social/Emotional</b>	<b>Behaviour</b>	<b>Learning Environment &amp; Access</b>	<b>Health/Personal Care</b>	
<input type="checkbox"/> Positive greeting <input type="checkbox"/> Class circles <input type="checkbox"/> Positive primer <input type="checkbox"/> Ready to learn scale <input type="checkbox"/> Bounded choices <input type="checkbox"/> Brain breaks <input type="checkbox"/> Process praise <input type="checkbox"/> Provide a cool down space <input type="checkbox"/> Social communication lessons <input type="checkbox"/> Utilise the Personal and Social Capability continuum to teach and incorporate skills within curriculum delivery	<input type="checkbox"/> Whole-class self-regulation plan <input type="checkbox"/> Explicitly teach and reinforce PBL expectations <input type="checkbox"/> Explicitly teach Berry Street strategies <input type="checkbox"/> Implement the Essential Skills for Classroom Management (ESCMs) <input type="checkbox"/> Explicitly communicate the What/Why/How of expected behaviours for tasks and activities <input type="checkbox"/> Utilise a classroom management plan <input type="checkbox"/> Have clear and consistent expectations	<input type="checkbox"/> Explicitly teach and reinforce classroom routines and procedures <input type="checkbox"/> Utilise transition cues <input type="checkbox"/> Incorporate preferred activities <input type="checkbox"/> Take into account different physical and sensory functions (provide opportunities for movement, breaks, sensory supports etc) <input type="checkbox"/> Utilise specific seating arrangements <input type="checkbox"/> Utilise some flexible seating options <input type="checkbox"/> Consider noise levels <input type="checkbox"/> Consider lighting <input type="checkbox"/> Consider visual distractions	<input type="checkbox"/> Allergies and health conditions recorded on student profile – considerations made during lessons and activities, minor adjustments implemented when necessary	

	<b>Supplementary Adjustments</b> <i>Particular activities at specific times, or frequently with mid-level action</i>	<b>Substantial Adjustments</b> <i>Occur at most times on most days with high-level action</i>	<b>Extensive Adjustments</b> <i>Occur all of the time with high-level of action</i>
<b>Planning</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use student specific data in consultation with student and parent to further inform adjustments</li> <li><input type="checkbox"/> Consult with student and parent on implementation and effectiveness of adjustments – review and refine</li> <li><input type="checkbox"/> Co-plan and/or consult on ways to support student in lessons</li> <li><input type="checkbox"/> Collaborate with support staff and specialist staff to increase knowledge and capability</li> <li><input type="checkbox"/> Regular communication with parents about progress and outcomes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboratively align curriculum to an alternate access point (ICP)</li> <li><input type="checkbox"/> Regularly meet with the school team to discuss student's individualised adjustments</li> <li><input type="checkbox"/> Collaborate with support staff and specialist staff regarding implementation of individualised adjustments</li> <li><input type="checkbox"/> Collaborate with support staff regarding the delivery of curriculum at an alternate access point (ICP)</li> <li><input type="checkbox"/> Collaborate with external stakeholders</li> <li><input type="checkbox"/> Ongoing communication with parents about progress and outcomes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Collaboratively align curriculum to individualised goals (HIC/QCIA)</li> <li><input type="checkbox"/> Regularly meet with the school team to discuss student's highly individualised adjustments</li> <li><input type="checkbox"/> Utilise a high level of input from specialist staff to identify, write and implement individualised learning goals and adjustments</li> <li><input type="checkbox"/> Ongoing collaboration with specialist staff and therapists</li> <li><input type="checkbox"/> Ongoing collaboration with external stakeholders</li> <li><input type="checkbox"/> Frequent communication with parents about progress and outcomes</li> </ul>
<b>Teaching/Curriculum</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust the workload expectation</li> <li><input type="checkbox"/> Limit the amount of choice in tasks to support engagement</li> <li><input type="checkbox"/> Provide additional time to complete work</li> <li><input type="checkbox"/> Provide a study guide with key concepts</li> <li><input type="checkbox"/> Provide access to digital versions of materials</li> <li><input type="checkbox"/> Personalise graphic organisers and scaffold sheets</li> <li><input type="checkbox"/> Enlarge print, change font or increase line spacing</li> <li><input type="checkbox"/> Photocopy notes and/or provide copy of slides</li> <li><input type="checkbox"/> Utilise adaptive computer software (i.e. audio books, text to speech, Rewordify)</li> <li><input type="checkbox"/> Provide personalised, concrete examples to explicitly teach</li> <li><input type="checkbox"/> Utilise formative data to provide regular focused teaching (i.e. deeper investigation, direct instruction and guidance)</li> <li><input type="checkbox"/> Utilise formative data to provide regular intensive teaching (i.e. alternate pedagogies, additional resources, specific learning goals)</li> <li><input type="checkbox"/> Utilise peer tutoring or a support person for additional guidance and prompting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provision of curriculum at an alternate access point (ICP)</li> <li><input type="checkbox"/> Adjusted LO/SC to reflect variance in curriculum access point (ICP)</li> <li><input type="checkbox"/> Adjusted tasks to reflect alternate access point (ICP)</li> <li><input type="checkbox"/> Adjusted worksheets, graphic organisers and scaffold sheets to reflect alternate access point (ICP)</li> <li><input type="checkbox"/> Use of individualised visual/tactile supports</li> <li><input type="checkbox"/> Break down target skills into single stages</li> <li><input type="checkbox"/> Use of individualised assistive technology devices</li> <li><input type="checkbox"/> Utilise extra personnel to implement and reinforce targeted skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provision of curriculum aligned to individualised goals (HIC/QCIA) – individualised LO/SC</li> <li><input type="checkbox"/> Intensive, comprehensive, highly individualised instruction</li> <li><input type="checkbox"/> Highly structured tasks</li> <li><input type="checkbox"/> Individually delivered modelling, prompting and practice via a task analysis approach</li> <li><input type="checkbox"/> Individualised materials and resources</li> <li><input type="checkbox"/> Individualised physical prompting delivered one-on-one</li> <li><input type="checkbox"/> Use of highly specialised assistive technology</li> <li><input type="checkbox"/> Extensive support from specialist staff</li> </ul>

<b>Literacy</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reduce handwriting requirements – supplement with highlighting, cloze passages, printed notes, verbal responses</li> <li><input type="checkbox"/> Use the General Capabilities continuum to personalise literacy demands and supports – identify where a student is at and adjust classroom tasks as appropriate</li> <li><input type="checkbox"/> Consistently utilise assistive technology or support person to adjust literacy demands</li> <li><input type="checkbox"/> Consider mode of presentation (i.e. spoken rather than written)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjusted literacy demands to align to expectations of the alternate access point (ICP)</li> <li><input type="checkbox"/> Tier 2 literacy intervention – focused literacy classes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy demands aligned to the extended General Capabilities</li> <li><input type="checkbox"/> Tier 3 literacy intervention – individual intensive literacy instruction</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modify the amount and presentation of oral and written information</li> <li><input type="checkbox"/> Develop and use key cues (i.e. pictures, colour coding)</li> <li><input type="checkbox"/> Use a sound amplification device</li> <li><input type="checkbox"/> Integrate key speech and/or occupational therapy strategies into teaching</li> <li><input type="checkbox"/> Consistently use assistive technology to support expressive and receptive language</li> <li><input type="checkbox"/> Co-planning/Co-teaching with Speech Language Pathologist to inform implementation of communication strategies</li> <li><input type="checkbox"/> Monitor for understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilise a support person to simplify language and instructions</li> <li><input type="checkbox"/> Access to an interpreter</li> <li><input type="checkbox"/> Use of Augmentative and Alternate Communication (AAC)</li> <li><input type="checkbox"/> Instructional Coaching from Speech Language Pathologist to support implementation of communication adjustments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive, highly individualised instruction to support multiple areas of communication</li> <li><input type="checkbox"/> Utilise support staff to deliver simplified instructions one-on-one</li> <li><input type="checkbox"/> Extensive support from Speech Language Pathologist regarding AAC use</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set alternative, practical tasks</li> <li><input type="checkbox"/> Provide extra time in exams and/or chunk into sections across days</li> <li><input type="checkbox"/> Provide a reader and/or scribe (using support person or assistive technology)</li> <li><input type="checkbox"/> Separate knowledge and skills and assess individually</li> <li><input type="checkbox"/> Collaborate with support staff to determine assessment adjustments</li> <li><input type="checkbox"/> Provide assessment breakdown sheet</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modify assessment task to align to an alternate access point (ICP)</li> <li><input type="checkbox"/> Collect samples of student performance over time</li> <li><input type="checkbox"/> Use a variety of formats and locations to capture student performance</li> <li><input type="checkbox"/> Assess and report against alternate access point</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modify assessment to align to individualised goals (HIC/QCIA)</li> <li><input type="checkbox"/> Finely sequenced, individualised tasks</li> <li><input type="checkbox"/> Provide a range of alternate ways to assess progress and achievement</li> <li><input type="checkbox"/> Use alternate criteria and reporting formats</li> </ul>
<b>Social/Emotional</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual check-ins</li> <li><input type="checkbox"/> Additional regulation breaks</li> <li><input type="checkbox"/> Teach, monitor and review strategies for resilience in collaboration with support staff</li> <li><input type="checkbox"/> Pre-emptive redirection to cool down space or task</li> <li><input type="checkbox"/> Personalised self-regulation plan</li> <li><input type="checkbox"/> Co-regulation strategies</li> <li><input type="checkbox"/> Supports to introduce and communicate changes in routine</li> <li><input type="checkbox"/> Use of social stories and scripts to teach positive social concepts</li> <li><input type="checkbox"/> Vital Projex (Chaplain)</li> <li><input type="checkbox"/> Utilise the Personal and Social Capability to personalise demands and supports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent supervised breaks</li> <li><input type="checkbox"/> Intensive individualised social skills instruction</li> <li><input type="checkbox"/> Ready to learn plan</li> <li><input type="checkbox"/> Risk management plan and support strategies</li> <li><input type="checkbox"/> Resilience Program</li> <li><input type="checkbox"/> Stanton Lodge</li> <li><input type="checkbox"/> Student Support Services Team – ongoing Case Management</li> <li><input type="checkbox"/> Parent/Student/School Leader conferences</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Support Services Team - Complex Case Management</li> <li><input type="checkbox"/> Crisis intervention support plan and strategies</li> <li><input type="checkbox"/> Alternate Learning Program</li> </ul>

<b>Behaviour</b>	<input type="checkbox"/> Programs or interventions to target self-regulation <input type="checkbox"/> Targeted, individual prompting to address behavioural expectations <input type="checkbox"/> Individual behaviour monitoring card and check-ins <input type="checkbox"/> Individualised desk goals and reminders <input type="checkbox"/> Break card <input type="checkbox"/> Buddy class	<input type="checkbox"/> Functional Behaviour Analysis (Practical) <input type="checkbox"/> Individual Behaviour Support Plan <input type="checkbox"/> Resilience Program <input type="checkbox"/> Student Support Services Team – ongoing Case Management <input type="checkbox"/> Engagement room access <input type="checkbox"/> Parent/Student/School Leader conferences <input type="checkbox"/> Risk evaluation/Individual Student Safety Plan	<input type="checkbox"/> Student Support Services Team - Complex Case Management <input type="checkbox"/> Functional Behaviour Analysis (Rull) <input type="checkbox"/> Personally delivered intensive reinforcement schedules <input type="checkbox"/> Crisis intervention strategies <input type="checkbox"/> Alternate Learning Program
<b>Learning Environment &amp; Access</b>	<input type="checkbox"/> Access assistance to adjust the physical surroundings <input type="checkbox"/> Targeted seating locations to respond to individual needs <input type="checkbox"/> Provide access to supervised accessible, safe/quiet areas around the school <input type="checkbox"/> Provide separate supervised learning areas <input type="checkbox"/> Provide supports to move around the school (i.e. maps, colour coded signs etc) <input type="checkbox"/> Specific classroom equipment (i.e. pencil grips, adjustable desks, positional seating) <input type="checkbox"/> Individualised daily timetable format	<input type="checkbox"/> Additional personnel to support participation in school activities, events and excursions <input type="checkbox"/> Significant adjustments to the school environment (i.e. boundary markers, room changes, ramps) <input type="checkbox"/> Individualised support for movement around the school <input type="checkbox"/> Personal manual support to access all areas <input type="checkbox"/> Collaboration with specialist staff <input type="checkbox"/> Development of individualised reports and plans <input type="checkbox"/> Implement individualised therapy programs <input type="checkbox"/> Risk evaluation/Individual Student Safety Plan	<input type="checkbox"/> One-on-one physical support <input type="checkbox"/> Use of full physical prompting to access and complete tasks
<b>Health/Personal Care</b>	<input type="checkbox"/> Health/personal care plan <input type="checkbox"/> Collaboration with specialist staff (i.e. Registered Nurse, Occupational Therapist, Physiotherapist, Orientation & Mobility) <input type="checkbox"/> Collaboratively plan for the student to move towards independent management of health/personal care	<input type="checkbox"/> Additional support in classroom to manage health/personal care <input type="checkbox"/> Additional support external to the classroom to manage health/personal care <input type="checkbox"/> Health/personal care risk assessment plan <input type="checkbox"/> Emergency/treatment plan <input type="checkbox"/> Individualised toileting support <input type="checkbox"/> Individualised eating support <input type="checkbox"/> Individualised dressing support	<input type="checkbox"/> Intensive individualised health/personal care plan that requires additional training and specialised procedures <input type="checkbox"/> Highly individualised daily self-care strategies

<b>Universal Practices</b>				
<i>Whole-school, responsive systems and process that proactively acknowledge diversity</i>				
<b>Planning</b>	<b>Teaching/Curriculum</b>	<b>Literacy</b>	<b>Communication</b>	<b>Assessment</b>
<input type="checkbox"/> QTL: Professional Knowledge <input type="checkbox"/> Collaborative curriculum alignment/unit analysis <input type="checkbox"/> Creation of Know and Do table <input type="checkbox"/> Key Teacher leadership <input type="checkbox"/> Co-planning	<input type="checkbox"/> QTL: Professional Practice <input type="checkbox"/> Learning Objectives and Success Criteria (informed by Know and Do table) <input type="checkbox"/> Explicit Instruction pedagogical framework <input type="checkbox"/> Formative assessment and feedback	<input type="checkbox"/> Identification of literacy demands during curriculum alignment/unit analysis <input type="checkbox"/> Collaboration with Speech Language Pathologist – Language friendly classrooms <input type="checkbox"/> LINK-S (selected classes)	<input type="checkbox"/> Access to assistive technology <input type="checkbox"/> Access to sound amplification devices <input type="checkbox"/> Collaboration with Advisory Teachers <input type="checkbox"/> Collaboration with Speech Language Pathologist – focus on whole-school practices and support	<input type="checkbox"/> QTL: Assessment literate learner strategies <input type="checkbox"/> Know and Do table explicitly unpacked and referred to in lessons <input type="checkbox"/> GTMJ explicitly unpacked and referred to in lessons

<input type="checkbox"/> Completion of Student Profiles <input type="checkbox"/> Creation of Personalised Learning plans <input type="checkbox"/> Parent/Teacher conferences	<input type="checkbox"/> Co-teaching <input type="checkbox"/> Teacher Aide instructional support <input type="checkbox"/> Access to a range of technologies <input type="checkbox"/> Access to a range of concrete materials <input type="checkbox"/> Instructional Coaching <input type="checkbox"/> Homework Assessment and Tuition Program	<input type="checkbox"/> Homework Assessment and Tuition Program	<input type="checkbox"/> LINK-S (selected classes) <input type="checkbox"/> AUSLAN courses for staff	<input type="checkbox"/> Learning Wall <input type="checkbox"/> Modelled responses <input type="checkbox"/> Student self-assessment of curriculum output in class <input type="checkbox"/> Moderation processes <input type="checkbox"/> Data Walls <input type="checkbox"/> Data monitoring and planning <input type="checkbox"/> Homework Assessment and Tuition Program
<b>Social/Emotional</b>		<b>Behaviour</b>	<b>Learning Environment &amp; Access</b>	<b>Health/Personal Care</b>
<input type="checkbox"/> Positive Behaviour for Learning <input type="checkbox"/> Berry Street Education Model <input type="checkbox"/> Year Level Managers <input type="checkbox"/> Engagement Support Teachers <input type="checkbox"/> Youth Support Coordinators <input type="checkbox"/> Community Education Councillors <input type="checkbox"/> CLONTARF <input type="checkbox"/> STARS <input type="checkbox"/> Student Support Services Team <input type="checkbox"/> Variety of structured and unstructured lunch time activities <input type="checkbox"/> Variety of student wellbeing and social events <input type="checkbox"/> Collaboration with external stakeholders and organisations	<input type="checkbox"/> Positive Behaviour for Learning <input type="checkbox"/> Essential skills for classroom management(ESCM's) <input type="checkbox"/> Classroom Profiling <input type="checkbox"/> Restorative Practices <input type="checkbox"/> Year Level Managers <input type="checkbox"/> Engagement Support Teachers <input type="checkbox"/> Youth Support Coordinator <input type="checkbox"/> Community Education Councillors <input type="checkbox"/> CLONTARF <input type="checkbox"/> STARS <input type="checkbox"/> Student Support Services Team		<input type="checkbox"/> Collaboration with Advisory Teachers - focus on universal practices and support <input type="checkbox"/> Collaboration with Occupational Therapist - focus on whole-school practices and support <input type="checkbox"/> Collaboration with Physiotherapist - focus on whole-school practices and support <input type="checkbox"/> Access to flexible furniture options <input type="checkbox"/> Access to Engagement Room and support staff when needing regulation support	<input type="checkbox"/> Collaboration with Advisory Teachers - focus on universal practices and support <input type="checkbox"/> Collaboration with Occupational Therapist - focus on whole-school practices and support <input type="checkbox"/> Collaboration with Physiotherapist - focus on whole-school practices and support <input type="checkbox"/> Collaboration with State Schools Registered Nurses <input type="checkbox"/> School-based Youth Health Nurse <input type="checkbox"/> Student Support Services Team